DOCUMENT RESUME

ED 339 136 EA 023 561

AUTHOR Opuni, Kwame A.; And Others
TITLE An Evaluation of the Student Referral Centers (An In-School Suspension Program), 1990-91.
INSTITUTION Houston Independent School District, TX. Dept. of Research and Evaluation.
PUB DATE 91
NOTE 54p.; For a related document, see EA 023 562. Light print in appendixes may not reproduce adequately in paper copy.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Academic Probation; Counseling Services; *Discipline Problems; *In School Suspension; Intermediate Grades; Intervention; Junior High Schools; Middle Schools; *Program Evaluation; Referral; *Student Personnel Services; *Suspension
IDENTIFIERS *Houston Independent School District TX

ABSTRACT

The effectiveness of a student referral center (SRC) program implemented by 19 Houston, Texas middle schools during 1990-91 is assessed in this paper. The program, made up of 14 Student Referral Centers, serves as an inschool suspension system to provide counseling support services and instructional assistance to students with discipline problems. Methodology involved analysis of student referral center reports and a survey of all principals, teachers, and SRC staff at the 19 participating middle schools. Findings indicate that the program is vital for enhancement of teacher morale and instructional effectiveness. Overall, the program has been reasonably successful in achieving its goals; however, several structural deficiencies are identified and recommendations are offered. Nine tables and six figures are included. Appendices include report forms and copies of the student, staff, principal, and teacher surveys. (16 references) (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED339136

An Evaluation of the Student Referral Centers (An In-School Suspension Program) 1990–91

Opuni, Kwame A., Ph.D.
Tullis, Richard J., Ed.D.
Sanchez, Kathryn S., Ed.D.
Gonzalez, J.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

K. S. Sanchez

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

HISD RESEARCH & EVALUATION
HOUSTON INDEPENDENT SCHOOL DISTRICT

BEST COPY AVAILABLE

EA 023 561

THE STUDENT REFERRAL CENTERS

1990-91 Report

Abstract

The Student Referral Center (SRC) program serves as an alternative to suspension for middle and senior high school students who have committed various discipline offences. The program serves as an in-school suspension system that is designed to provide: (a) counseling support services to help improve student attitudes and behavior, and (b) instructional assistance for keeping referral students abreast of regular classroom instruction. Fourteen middle schools had SRCs on their campuses during the 1990-91 school year. This report evaluates the effectiveness of the program, and further synthesizes recommendations from program personnel for program improvement. The multiple and concurrent measures of program efficacy included evaluations by the SRC staff, principals, and classroom teachers of the program schools. Other measures were attitude surveys and recidivism rates of program students at the respective sites. The consensus was that the program was vital for the enhancement of teacher morale and instructional effectiveness. Overall, the measures of program effectiveness indicated that the SRC program was reasonably effective in accomplishing its goals. However, many of the district personnel surveyed believed that the effectiveness of the program could have been further enhanced if it had not been undermined by a few fundamental and structural deficiencies. Consequently, several recommendations were proposed by the SRC staff, principals, and classroom teachers of the fourteen program schools for addressing the identified weaknesses of the program.

Introduction

As leaders of the inner-city school systems continue to search for solutions that resolve the problems of low teacher morale, high teacher turnover, and high school students who seemingly cannot complete job application forms, many educators point their fingers at student discipline as one of the fundamental causes of the problems. Student discipline has been widely acknowledged by many researchers as one of the major factors that influence school effectiveness. Among these factors are teacher morale, teacher job-related stress, teacher retention, student time-on-task, and ultimately, the overall amount of learning that takes place (Feitler and Tokar, 1982; Cichon and Koff, 1980).

Job-related stress that is produced by student disciplinary problems combines with other factors in engendering the 13% national annual turnover rate among first year teachers (Henry, 1988; Ryan et al., 1980). The Education Department's Office of Educational Research and Improvement (OERI) has reported that incidents of disruptive behavior have become such a problem for teachers that 29% of the teachers who were polled in a recent survey indicated that *"they have seriously considered leaving teaching"* (Education Week, 1987). Furthermore, time-on-task studies by Jane Stallings support the observation that there is a positive relationship between the proportion of instructional time spent on disciplinary management tasks and the extent of student learning. In classrooms where

students demonstrate more misbehavior, less time is spent on task and less achievement gain is made by students (Stallings, 1985). The disciplined student suffers indirectly through the loss of productive learning time that the teacher devotes to the management of the undisciplined student. However, it should be mentioned that the undisciplined student is not immune to the adverse effects of his or her lack of discipline. According to Amitai Etzioni (1984):

> *The lack of self-discipline on the part of the student can counteract effective teaching, as learning requires a substantial amount of concentration, control of impulse, self-motivation, and ability to face and overcome stress.*

Suspension from school has been one of the many ways students with severe disciplinary violations have been punished. Students who are sent home on suspensions are deprived of academic instruction with no guarantee that their attitudinal or behavioral deficiencies would be corrected. Thus, the initiation of the Student Referral Center Program in 1974 by the Houston Independent School District (HISD) ushered in an exploratory attempt to provide an in-school alternative to suspension that could give the students the opportunity to be counseled while receiving the necessary instructional support that ensures they stay abreast of what is being taught in the regular classroom.

The SRC was piloted in 1974 at Black Middle School in collaboration with the Community Youth Services (CYS), a division of the Harris County Children's Protective Services. The center was operated with a teacher who provided academic support; a counselor, who provided psychological support; and a CYS staff person, whose job was to make home visits and to involve families and communities of referred students in their rehabilitation. By 1979, the program sites had increased to 28 secondary schools. However, low utilization rates of the centers necessitated a reduction of the number of centers to thirteen during the 1979-80 school year. Fourteen middle schools had SRCs on their campuses during the 1990-91 school year to serve referrals from their respective home schools and the senior high schools in their neighborhoods. Disciplinary violations which warrant referrals to the SRCs are listed in the District's Code of Student Conduct, Groups II-IV. Such violations include: skipping of classes and other forms of truancy, fighting, defying the authority of school personnel, smoking, disruptive behavior, possession or use of drugs or alcohol, and possession of a weapon.

An amount of approximately $823,160 was appropriated for the salaries of nine SRC counselors and fourteen SRC teachers from State Compensatory Education funds during the 1990-91 school year. An additional amount of $100 from the district's General Fund was also provided for each SRC for the purchase of general instructional supplies.

This report assesses the effectiveness of the Student Referral Centers during the 1990-91 school year, and provides recommendations from teachers, administrators and SRC staff for program improvement. Specifically, this inquiry addressed the following research questions:

1. What were the daily enrollment and absentee rates at the SRCs during the 1990-91 school year?

2. Why were students referred to the SRCs?

3. What was the impact of the program on recidivism rates at the respective schools?

4. How many days did students spend in the SRCs during the 1990-91 school year.

5. What was the impact of the program on student attitudes?

6. What were the perceptions of the SRC staff about the weaknesses, strengths, and effectiveness of the program?

7. What were the perceptions of the principals about the weaknesses and effectiveness of the program?

8. What were the perceptions of the regular classroom teachers about the weaknesses, strengths, and effectiveness of the program?

9. What were the recommendations of the SRC staff, principals, and the regular classroom teachers for program refinement?

Methodology

Sample

Data on the entire population of students who were referred to the fourteen Student Referral Centers during the 1990-91 school year were used in this evaluation. Additionally, all of the principals, teachers, and SRC staff of the nineteen SRC middle schools were surveyed. No subsequent samples were derived from any of the preceding populations.

Data Analysis

The analysis of the data follows a descriptive format, and focuses on: (a) the implementation of the program at the various sites, (b) the effectiveness of the program, and (c) recommendations for improving the effectiveness of the program.

Results

Question 1: What were the daily enrollment and absentee rates at the SRCs during the 1990-91 school year.

Methods

Monthly reports were obtained from the centers throughout the school year. The reports documented student referrals, enrollment, and daily absentee rates.

Findings

As Table 1.1 indicates, six SRCs had enrollments in excess of the 1: 20 teacher to student ratio that is prescribed by the SRC handbook. A review of the mean daily enrollment figures for the months between January and April of 1991 indicates that the following SRCs had enrollments that exceeded both the SRC guidelines (1:20) and the Texas Education Agency (TEA) teacher-student ratio of 1:25, mandated for the regular classroom: Dowling, 28 (January), 32 (February), and 27 (April); Hartman, 27 (April); and Henry, 26 (April).

Since the SRC students had committed disciplinary infractions indicative of their problematic attitudes and behaviors, it would have been expected that the student-teacher ratio should have been much lower than the regular classroom ratio. However, such was not the case.

The mean daily absentee rate ranged from Long's 33% to Marshall's 0%. Of the 14 SRCs, four had mean daily absentee rates of 20% or higher, and four had mean daily absentee rates between 15% and 20%.

Table 1.1
Total School Enrollment & Mean
Daily Enrollment/Absentee Rates (1990-91)

Student Referral Center	School's 1990-91 Enrollment	Center's Daily Mean Enrollment	Center's Daily Mean Absentee Rate
Attucks	697	12	1
Black	854	15	3
Burbank	1526	21**	5
Cullen	752	16	3
Deady	2281	22**	4
Dowling	1283	25**	4
Hartman	1609	23**	3
Henry	1112	22**	3
Key	621	16	4
Long	1276	18	6
Marshall	1019	23**	0
Sharpstown	1153	15	2
Thomas	754	12	1
Williams	499	6	1

** *Exceeds recommended enrollment ratio*

Question 2: Why were students referred to the SRCs?

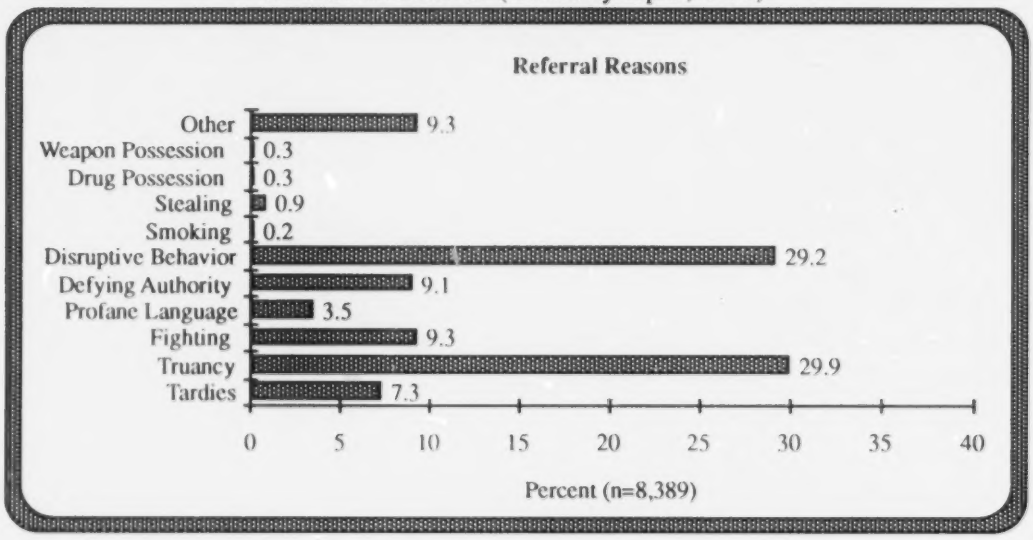
Methods

During the 1990-91 school year, monthly reports were obtained from the respective centers. The reports documented the enrollment at each center and the reasons for each referral.

Findings

Of the 8,389 (duplicated) referrals to the district's SRCs during the months of February, March, April, and May of 1991 *disruptive behavior* and *truancy* represented 59% of the reasons for which the students were referred to the centers. Fighting, defiance of authority, and tardies represented about 26% of the reasons for referrals (see Figure 2.1).

Figure 2.1
Percent of Students Referred to SRCs
for Various Reasons (February-April, 1991)



A review of Table 2.1 indicates that the reasons that ranked highest for the respective referral centers were not the same for all the SRCs. For example, between 44% and 53% of the students at Attucks, Williams, and Thomas were referred for truancy (mostly class skipping), while the dominant area of discipline referrals for Henry (49%), Deady (41%), and Black (36%) was the disruptive behavior of the students.

Table 2.1
Highest Ranking Reasons for Each SRC (1990-91)
as Percents of Total Referral Reasons

Schools	Truancy	Defying Authority	Disruptive Behavior	Fighting	Referral Total
Attucks	53%	—	10%	—	368
Black	33%	—	36%	—	578
Burbank	32%	—	28%	—	350
Cullen	21%	—	23%	32%	377
Deady	34%	—	41%	—	785
Dowling	41%	—	25%	15%	756
Hartman	21%	13%	27%	—	1430
Henry	24%	—	49%	—	844
Key	—	20%	—	22%	460
Long	38%	—	29%	—	704
Marshall	—	—	32%	23%	654
Sharpstown	—	—	24%	—	640
Thomas	44%	—	—	—	124
Williams	47%	—	—	—	319

Question 3: What was the impact of the program on recidivism rates at the respective schools?

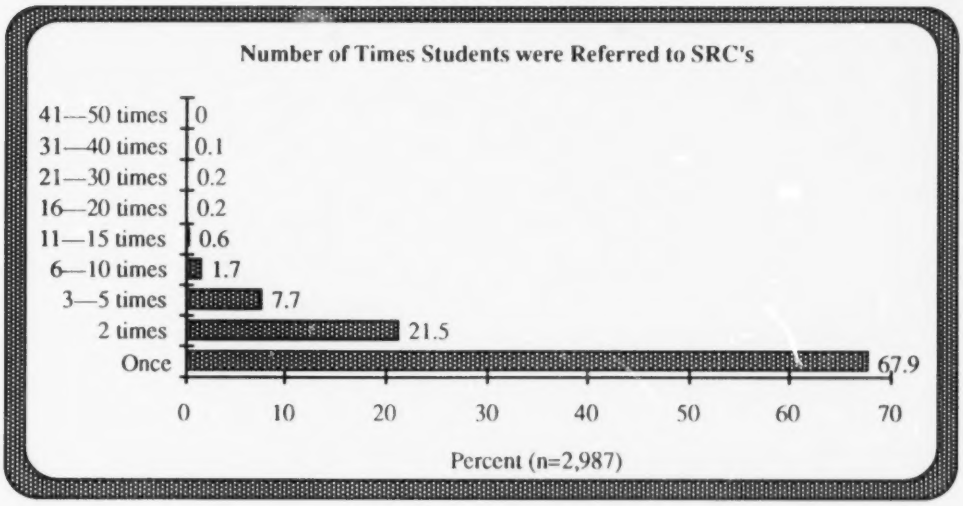
Methods

Monthly reports (see Appendix A) were obtained throughout the school year from the fourteen centers. However, only the monthly reports for the months of February through May 1991 provided data for the determination of the recidivism rates. The monthly reports documented student referrals and daily enrollments for the respective centers. Conclusive statements on recidivism could not be made because of the fact that recidivism data were not collected for the entire school year.

Findings

Overall, 67.9% of the students were referred to the SRCs only once during the spring semester of the 1990-91 school year (Figure 3.1). An effectiveness rate of 100% should have shown a 100% for the "once" category on Figure 3.1, which would have indicated that all the students who were referred to the SRCs corrected their problematic attitudes and behaviors after a single referral. According to Andrew Heitzman, *"Discipline is effective when it teaches appropriate behavior and prevents a second detention"* (Heitzman, 1984).

Figure 3.1
SRC Recidivism Rates



On the basis of the proportion of SRC students who fell into the *once* category, the following indicates how the respective centers performed: Thomas, 85%; Marshall, 83%; Cullen, 82%; Burbank, 80%; Sharpstown, 74%; Attucks, 74%; Key, 71%; Deady, 69%; Long, 66%; Henry, 65%; Williams, 61%; Black, 61%; Dowling, 60%; and Hartman, 55%

(Table 3.1). Eleven percent (n=328) of the students who were referred to the SRCs during the spring semester of 1991 were referred to the centers for three or more times. A breakdown of this group of repeat referrals is as follows: Thomas, 2%; Marshall, 5%; Cullen, 5%; Burbank, 6%; Sharpstown, 6%; Deady, 6%; Attucks, 8%; Key, 9%; Williams, 10%; Henry, 11%; Dowling, 13%; Long, 13%; Black, 14%; and Hartman, 21%.

A review of the data in Table 3.1 does not reveal any consistent associations between resources and ranking of the SRCs. One would have expected that the SRCs with lower than 20 mean daily enrollments, counselors, and CYS workers should be at the top of the ranking. Four of the six highest ranking SRCs had all the pertinent personnel, such as counselors and CYS workers. However, two of the four highest ranking SRCs (Marshall and Cullen) had neither a counselor nor a CYS worker. Furthermore, two of the four SRCs at the lowest end of the ranking had counselors and CYS workers. The most unusual of the data is depicted by Marshall that had neither a counselor, nor a CYS worker and had a mean daily enrollment of more than 20 students, but emerged second in the ranking. Marshall also demonstrated the lowest mean daily absentee rate (0%) for all SRCs (see Table 1.1).

Table 3.1
Resources & Ranking of SRCs Based on
Percent of Non-Repeat Referrals (1990-91)

School Ranking	% of Non-Repeaters	Counselor	CYS Worker	Mean Daily enrollment
1. Thomas	85%	Yes	Yes	12
2. Marshall	83%	No	No	23
3. Cullen	82%	No	No	16
4. Burbank	80%	Yes	Yes	21
5. Attucks	74%	Yes	Yes	12
5. Sharpstown	74%	Yes	Yes	15
6. Key	71%	No	No	16
7. Deady	69%	Yes	Yes	22
8. Long	66%	Yes	Yes	18
9. Henry	65%	Yes	No	22
10. Black	61%	Yes	Yes	15
10. Williams	61%	No	No	6
11. Dowling	60%	Yes	Yes	25
12. Hartman	55%	No	Yes	23

Certainly, the possible reasons underlying these findings will require further research. It should be mentioned that these rankings are not perfect indicators of the effectiveness of the centers since the non-repeater rate that was used to rank the centers is not a perfect framework. Indeed, many educators believe that some of the factors that determine the repeat referrals are beyond the control of the SRC staff. In the words of Lasley and Wayson (1982):

> *Teachers and administrators must develop an understanding of the factors that contribute to disciplinary problems. Treating symptoms without*

dealing with the causes is analogous to giving a chronically sick person aspirin without attempting to identify the causes of the illness.... Excessive student fighting, for example, may be caused by overcrowded school conditions.

In effect, no matter how effective the SRC may be and if the instructional and organizational climates of the schools and the home environments of the students are major underlying factors in engendering the repeat referrals, then using the non-repeater index would be inappropriate.

Question 4: How many days did students spend in the SRCs during the 1990-91 school year?

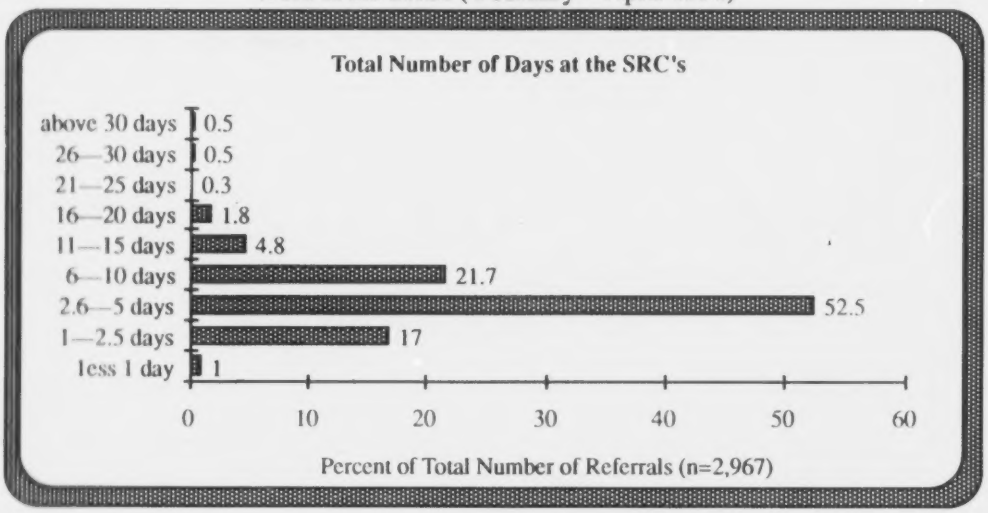
Methods

Monthly reports were obtained throughout the school year from the centers. The reports documented student referrals, enrollment, and the length of stay for each referral.

Findings

Figure 4.1 shows that 74% of the total number of students who were referred to the SRCs spent between one half of a week and two weeks at the SRCs during the Spring semester of the 1990-91 school year. Three percent of the SRC students (89 students) spent more than one month at an SRC during the Spring semester of the 1990-91 school year.

Figure 4.1
Length of Time Students
Were at the SRCs (February—April 1991)



Question 5: What was the impact of the program on student attitudes?

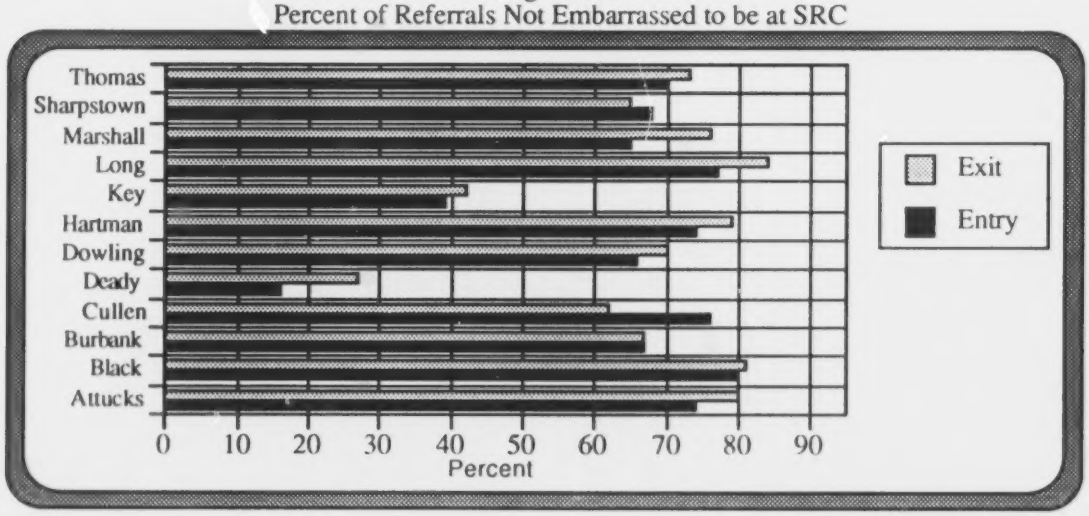
Methods

Student Survey Form A & Student Survey Form B were used to assess the perceptions of the students about the program when they entered the centers (Form A; see Appendix B) and when they exited from the centers (Form B; see Appendix C). The students were asked to indicate if: (a) they were embarrassed by the fact their classmates knew that they were spending or had spent some time at the SRCs; (b) they believed they had been helped by the SRC program; and (c) they preferred out-school-suspension to in-school suspension or vice versa. The goal of this analysis was to investigate changes in student attitudes that had resulted from exposure to the SRC program.

Findings

When the referral students entered the SRCs, a large proportion indicated that they were not embarrassed to be there (see Figure 5.1). The exit figures for two SRCs indicated a decrease in the percentage of students who were not embarrassed to be at the SRC (Cullen, 10% and Sharpstown, 3%). The percentage of students who were not embarrassed increased for eleven centers (Attucks, 6%; Black, 1%; Burbank, 5%; Deady, 11%; Hartman, 5%; Long, 7%; Marshall, 11%; Dowling, 4%; Thomas, 5%; and Key, 3%).

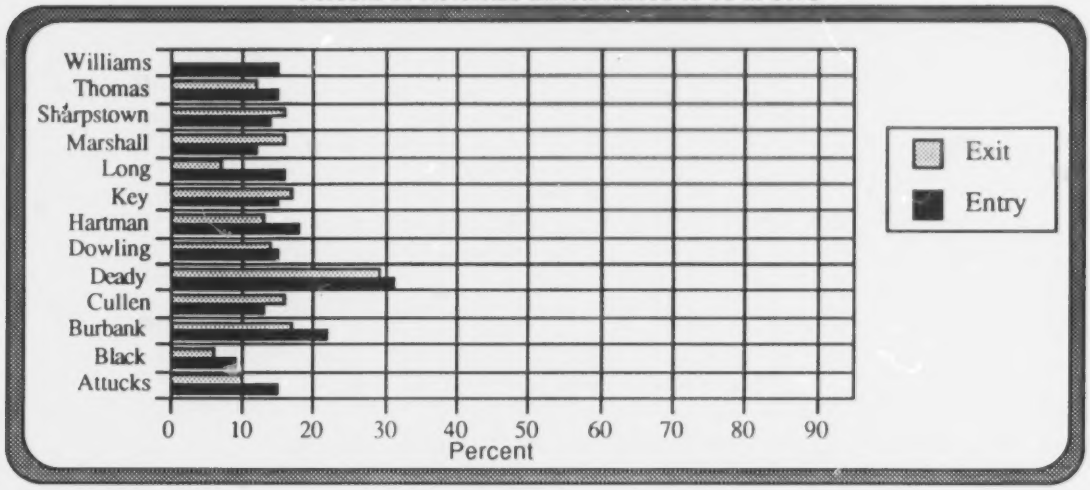
Figure 5.1
Percent of Referrals Not Embarrassed to be at SRC



The proportions of students who indicated that they were embarrassed to be at the SRCs were much smaller for the respective SRCs (Figure 5.2) than the proportions of students who indicated that they were not embarrassed. The exit figures for the students who were embarrassed increased at four centers (Cullen, 3%; Marshall, 4%; Key, 2%; and

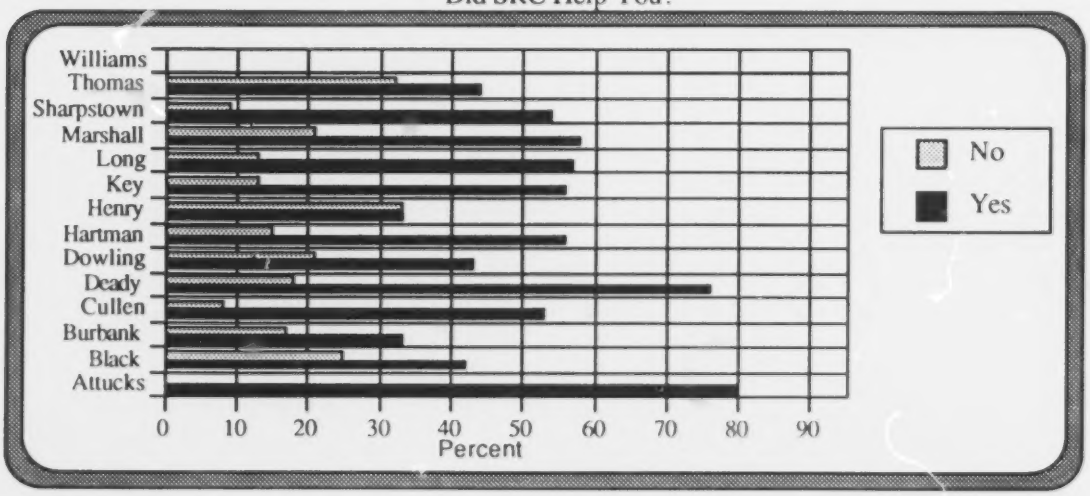
Sharpstown, 2%), but decreased at eight centers (Attucks, 5%; Black, 3%; Burbank, 5%; Deady, 5%; Long, 9%; Dowling, 1%; and Thomas, 3%).

Figure 5.2
Percent of Referrals Embarrassed to be at SRC



As Figure 5.3 portrays, a considerable proportion of students who had completed their stay at the centers indicated that the program had helped them. The centers with the highest percentages were Attucks (80%) and Deady (76%). However, some of the students indicated that the SRCs had not helped them. The proportions of this group of students for the respective SRCs ranged between: (a) 23% and 33% for Black, Henry, Thomas; (b) 15% and 22% for Burbank, Marshall, Dowling, and Deady; and (c) 8% and 14% for Key, Sharpstown, Cullen, Hartman, and Long.

Figure 5.3
Did SRC Help You?



At the time when the students (n=1020) arrived at the centers, 90% of them indicated that they would have preferred being suspended from school to being sent to the SRC. However, at the time of their departure from the SRCs the proportion had declined to 28%. While this cannot be interpreted outright as a positive attitudinal change, it should be mentioned that any choice other than a "vacation at home" suspension should be viewed as a merit.

Question 6: What were the perceptions of the SRC staff about the weaknesses, strengths, and effectiveness of the program?

Methods

The views of SRC teachers, counselors and CYS workers were obtained with the SRC Staff Survey (see Appendix D). The survey focused on issues dealing with program resources, implementation problems, and perceived effectiveness of the program. The survey return rate from the SRCs was 100%.

Findings

Program Weaknesses

When the SRC teachers were asked to indicate the extent to which the following seven factors (Table 6.1) had limited the effectiveness of the SRC in improving the delinquent attitudes and behaviors of their students, 54% of the staff identified *low parental support* and *high student-teacher ratio* as major factors. In connection with the high student-teacher ratio, the staff at Dowling expressed the following: *"To be effective in improving the delinquent attitudes of the students, we would need to keep the enrollment no higher than 20 students. We carry, on the average, 20-35 students."* However, a majority of the teachers expressed that: (a) space configuration was adequate for effective tutoring and counseling; (b) they had adequate support from the students' classroom teachers; and (c) they were adequately knowledgeable of behavior modification techniques.

Table 6.1
SRC Staff's Assessment of Factors
Limiting Effectiveness of Centers

Factor/Problem	% of Staff Rating factor as Major Problem	% of Staff rating factor as Minor Problem
Incorrigibility of students	23%	23%
Low parental support	54%	23%
Inadequate counseling support	31%	38%
High student-teacher ratio	54%	38%
Lack of adequate teacher support	23%	69%
Inadequate training of SRC staff in behavior modification techniques	15%	85%
Lack of conducive room for effective tutoring & counseling	38%	69%

The following factors were mentioned by the SRC staff as deficiency areas:

Supplies and Resources: Several teachers and counselors mentioned that their centers lacked pertinent resources such as copies of adopted textbooks and up-to-date reference materials such as encyclopedias. A resource study of the SRCs indicated that four of the SRCs did not have telephones and nine (64%) lacked relevant supplies and copies of teacher editions of school textbooks (see Appendix E).

Staffing of SRCs: Five of the SRCs did not have counselors. Four of the SRC teachers at these five schools expressed a need for counselors, while one SRC teacher, being a certified counselor, indicated a need for a teacher. An SRC teacher expressed his frustration about the lack of a counselor at his center with these words: *"This SRC has been a one man show for many years. For some reason, I have not had the help of a counselor. I have been in this storm since 1974. I need help, any warm body will do."* Another SRC teacher indicated the need for a counselor, and made the following comments: *"Our students get into trouble with their peers and others, basically because of the tone of their voices and negative body language. SRC could go a long way in helping our students overcome those handicapping conditions. Also our students need help in coping with poor and very negative home environments (drugs, alcohol abusing parents or relatives). An SRC teacher can't do this alone."* Two teachers mentioned that the provision of, at least, a teacher's aide would have helped to resolve some of their problems.

Program Strengths

Many of the staff made the observation that the program had accomplished a lot for the schools. In the opinion of one SRC counselor: *"The SRC was able to help many students, but in some instances students had to return to the same situations that caused their assignments to the SRC...[there are times when] teachers often condemn the students for having been referred to the SRC and refuse to accept or welcome behavior change."*

Program Effectiveness

The SRC teachers indicated that the quality of instruction they provided at the centers was about 68% of what was usually provided in the regular classrooms of the students. They also rated their overall effectiveness in improving the delinquent attitudes and behaviors of their students as 72%.

Question 7: What were the perceptions of the principals about the weaknesses and effectiveness of the program?

Methods

Since the building principals made the referrals of students to the SRCs and had been responsible for the staffing and functioning of the respective SRCs, they were surveyed to determine their perceptions of the following: (a) the functions or purposes of the SRCs on their campuses; (b) an assessment of the amount of learning that takes place at the centers; (c) the overall effectiveness of the centers; and d) major and minor problems facing the centers. (See Principal/Asst. Principal Survey, Appendix F.) Nine out of fourteen principals (64%) responded to the survey.

Findings

Principals' Perceptions of the Functions of SRCs

As Table 7.1 shows, *counseling and punishing the students by isolation from friends* ranked highest among the purposes for which principals referred students to the SRC. In effect, instructional quality, comparable to what prevails in the regular classroom, was not the primary goal. The primary goal was simply to improve the delinquent attitudes or behaviors of the students through psychological pressure of isolation and counseling. Consequently, one would have expected that all 14 SRCs had counselors. However, only nine out of the fourteen SRCs had counselors (see Appendix E).

Table 7.1
Perceptions of Principals
About SRC Functions

Function	% of Principals selecting function
A counseling & a punitive role	89%
Punish by isolation from friends	67%
Help remediate academic deficiencies	33%

Principals' Perceptions of Problems Facing SRCs

Most of the principals indicated that *incorrigibility of students* (78%) and *high teacher-student ratio* (56%) were the major factors that had limited the effectiveness of their SRCs (Table 7.2). Several (56%) also felt that there was adequate teacher support of the program and that the SRC staff were adequately trained in behavior modification techniques.

Some principals, expressed concern about the high enrollment figures at their SRCs. In the opinion of one administrator: *"The SRC is excellent but limited by the high number of enrollments."* He further indicated that the high enrollments should be addressed so that it would not be necessary to have students placed on waiting lists. One principal who has no counselor at the SRC made the following observation: *"As long as HISD does not adequately and appropriately staff the SRCs, they will be ineffective. The SRC needs a counselor on staff."*

Table 7.2
Principals' Assessment of Factors Limiting
Effectiveness of Centers

Factor	% Rating Factor as Major Problem	% Rating factor as Minor Problem
Incorrigibility of students	78%	22%
Low parental support	44%	22%
Inadequate counseling	33%	22%
High student-teacher ratio	56%	22%
Lack of adequate teacher support	22%	56%
Inadequate training for SRC staff in behavior modification techniques	11%	56%
Lack of conducive room for effective tutoring & counseling	11%	33%

Program Strengths

Several principals mentioned that the SRC program was effective in helping students with minor or marginal discipline problems. However, one assistant principal stated: *"Students who are at the point of incorrigibility can not be helped."*

Program Effectiveness

The principals were asked to make a perceptual assessment of the quality of instruction that occurred in the SRCs by expressing the rating as a percentage of the amount of learning that occurred in the regular classroom. With 100% being equivalent to the amount of learning that occurred in the regular classroom, the principals indicated that the amount of learning in the SRCs was 64% of what was prevalent in the regular classroom. This figure coincides with the view of SRC teachers about the effectiveness of instruction. The principals also assessed the effectiveness of the centers in improving the delinquent attitudes and behaviors of the students as 58% which was lower than the effectiveness rating (72%) indicated by the SRC teachers.

Question 8: What were the perceptions of the regular classroom teachers about the weaknesses, strengths, and effectiveness of the program?

Methods

The teachers of the middle schools in which the SRCs were located were surveyed with a questionnaire instrument (Classroom Teacher Survey; see Appendix G) to assess their perceptions of the weaknesses and overall efficacy of the program. The instrument contained items that asked teachers if they had seen any changes in the behavior, conduct, or attitudes of students who had been previously referred to the SRCs during the year. Two hundred and twenty teachers (28%) responded to the survey.

Findings

Teacher Perceptions of the Functions of SRCs

As Table 8.1 shows, *punishing the students by isolation from friends* ranked highest among the purposes for which teachers referred students to the SRC (i.e. 65% of the teachers). The next highest ranked function of the SRCs was that the center performed *a counseling and punitive role (46%).* The primary goal was therefore to improve the delinquent attitudes or behaviors of the students through psychological pressure of isolation. This factor also ranked highest on the principal survey. It is also important to note 41% of the teachers regarded the SRC as a *dumping ground for students with discipline problems.*

Table 8.1
Perceptions of Teachers
About SRC Functions

Function	% of Teachers selecting function
Punish by isolation from friends	65%
A counseling & a punitive role	46%
Help remediate academic deficiencies	11%
Serve as a dumping ground for students with discipline problems	41%

Teacher Perceptions of Instructional Quality & Effectiveness of SRCs

The regular classroom teachers perceived the amount of learning that occurred at the SRCs as 42% of what occurred in the regular classrooms. This low rating of learning, coupled with the fact that 41% of the responding teachers felt that the SRCs were a "dumping ground for students with discipline problems" lends credence to the principal

survey finding that students were not sent to the SRCs primarily for learning, but rather isolation and counseling.

The overall effectiveness of the centers in improving the delinquent attitudes and behaviors of the students was rated as 40% for all of the fourteen SRCs. The teacher ratings of the respective SRCs are shown in Table 8.2.

Table 8.2
Classroom Teacher Assessment
of SRC Instructional Quality & Effectiveness

SRC School	Survey Return Rate	Rating of SRC Effectiveness (Scale: 0%—100%)	Rating of SRC Instructional Quality as % of what occurs in Regular Classroom
Attucks	69%	37%	41%
Black	39%	38%	47%
Burbank	22%	57%	48%
Cullen	25%	32%	13%
Deady	30%	38%	49%
Dowling	25%	52%	55%
Hartman	32%	39%	48%
Henry	31%	31%	35%
Key	13%	24%	42%
Marshall	19%	42%	26%
Sharpstown	28%	46%	39%
Thomas	20%	39%	53%
Williams	21%	37%	18%

Survey to Long SRC was not returned.

The low assessment rates for the quality of instruction at the SRCs (ranging between 13% and 55%) indicated that students were perceived by their teachers as losing ground academically when they spent time at the SRC. In effect, the longer they stayed at the SRC the farther they fell behind in their studies. A teacher at Key who had rated the extent of learning that occurred at the SRC as 0% of what occurred in the regular classroom, commented briefly as follow: *"The student is missing instructional time when placed in SRC."* Additionally, the low rates for SRC effectiveness in improving the delinquent attitudes and behaviors of SRC students indicated that many improved marginally or partially. This indicated that many students returned to the regular classroom with their problematic attitudes and behaviors still intact or only marginally changed. In the words of one teacher: *"It just provides a place for discipline problems, and most of the time they return the same way they went in."* Some teachers regard the SRC as *"a joke,"* a kind of *"baby-sitting service,"* a *"problem avoidance"* center, or *"an easy way out"* for the district -- a place where the students could be kept in order to meet ADA expectations.

Teacher Perceptions of Problems facing SRCs

Most of the teachers indicated that *Low parental support (76%), incorrigibility of students (65%),* and *high student-teacher ratio (50%)* were the major factors that had limited the effectiveness of the SRCs (Table 8.3). A teacher at Black expressed his frustrations about parents and student incorrigibility as follows: *"Students should not be able to return two or three times or year after year. Parents should be forced to place their child in another school district or a private school if they can not teach their children manners and proper behavior!"* However, a majority of the teachers indicated that they had been adequately supportive of the SRC activities (55%), and felt that the SRC teachers were adequately trained in behavior modification techniques (61%). With regard to counseling, the classroom teachers, where SRCs had counselors, felt that there was adequate counseling support, while classroom teachers, where SRCs had no counselors, indicated that the counseling support was inadequate.

Table 8.3
Teachers' Assessment of Factors Limiting
Effectiveness of Centers

Factor	% Rating Factor as Major Problem	% Rating factor as Minor Problem
Low parental support	76%	13%
Incorrigibility of students	65%	16%
High student-teacher ratio	50%	27%
Lack of conducive room for effective tutoring & counseling	37%	44%
Inadequate training for SRC staff in behavior modification techniques	25%	61%
Lack of adequate teacher support	19%	55%
Inadequate counseling support	37%	33%

Quality of Completed Assignments at SRC: Several teachers indicated that assignments completed at the SRCs were poor quality. In the words of one teacher at Black: *"When teachers send lessons for students to complete, they are returned but of very poor quality, and so little can be graded or given credit in roll book; it is usually below standard and only creates unnecessary paperwork for the classroom teacher."*

Dumping Ground & High Enrollment: One teacher at Black expressed frustration about the fact that other schools had been using the SRC as a dumping ground for their disciplinary problem students and consequently restricting access to the SRC by the students of the home school. According to the teacher, *"We barely have room to put half a dozen or so of our problem students in SRC. Our counselor and teacher really have their hands full, and this problem is creating a serious drain on our morale. We have to deal with repeatedly disruptive students who cannot at times be placed in SRC because it is too full."*

Fun Time At SRC: Several teachers indicated that most students did not regard the SRC as a punitive program. According to one teacher: *"They have fun there. Most of them are with their friends. They get to talk and leave the room. Our SRC is basically a babysitting room!"*

Teacher Perceptions of Program Strengths

Many of the teachers mentioned that the role being played by the SRC was of vital importance to them and the non-SRC students who wanted to learn. In their view, the SRC provided the schools with the opportunity to remove *"the hard core, unruly, violent, and undisciplined students,"* who did not want to learn, from the regular classroom, so that productive teaching and learning could occur for those students who wanted to learn.

Question 9: What were the recommendations of the SRC staff, principals, and the regular classroom teachers for program refinement?

Methods

All of the SRC staff, principals, and classroom teachers of the fourteen SRC middle schools were surveyed in April and May of 1991. The surveys asked for recommendations to refine the program. The return rates of the surveys were as follows: SRC staff, 95%; principals, 68%; and classroom teachers, 31%.

Findings

Recommendations of SRC Staff

The following recommendations were made by the SRC staff for improving the effectiveness of the program: hiring of full-time counselors to provide one-on-one counseling and support, hiring of teacher aides, lowering of student-teacher ratios, creation of separate carrels/study booths, provision of separate rooms for private counseling, provision of telephone facilities for SRC staff, and the purchase of encyclopedias. The SRC staff further recommended that: (a) parent conferences and workshops be mandated for repeaters, (b) TVs and VCRs and films on student self-esteem, self-confidence, and attitudes should be provided, (c) tougher rules for the SRCs should be enforced by the building level administrators, and (e) an alternative school for repeaters should be established.

Recommendations of Principals

Counseling Services: It was recommended by some principals that opportunities for more counseling be provided. In the words of one principal: *"Extensive counseling and one-on-one tutoring need to occur. This would be very beneficial to students who are repeat disciplinary problems.... Also parents need to become more involved and required to come in for counseling sessions when students continue to exhibit disruptive behaviors. Often the behaviors are not looked upon as defiant by the parent."*

Alternative School for Discipline: The following observation by one building level administrator depicts the urgency with which a few of the principals felt about the need for an alternative disciplinary school: *"There is a very serious need in HISD at this time for an alternative school for discipline. The number of students with serious social problems is growing at an alarming rate.... Without addressing this problem, I feel we will pay deeply in the future with a greater drop in achievement and lower teacher morale."*

Off-campus SRC Assignments: It was the observation of one principal that the SRC program would be more effective if students were assigned to off-campus SRCs. In his view, students who were sent to his school from other schools usually did not return.

Recommendations of Classroom Teachers

Many recommendations were made for addressing the preceding weaknesses of the SRCs. The following were the most mentioned, usually by more than 75% of the teachers. Teachers are apparently experiencing tremendous frustration engendered by the disciplinary problems in their schools, as could be inferred from the emotional intensity of their appeal for help.

Establishment of an Alternative School/Discipline Academy: The district should establish alternative schools in each administrative district for students with excessive referrals to the SRC. As was expressed by one Deady teacher: *"The SRC should not be for incorrigible students. Those students should be put out. Incorrigible students should be placed in a very regimented alternate school."* Other teachers at Deady mentioned that the large enrollment at their school [n=2,281], as well as at Milby Senior High School, impeded the effective functioning of the SRC. According to one teacher: *"Students with not just disciplinary problems, but with serious criminal and violent backgrounds should be "weeded" out and sent to a school or a center strictly for them. These students who happen to be drug dealers, prostitutes, and future inmates should be given the true opportunity to change their lives—but not at the expense of the normal student."* A teacher at Patrick Henry said briefly: *"[Establish an] alternative school -- remove a few of the leaders -- show the average behavior student that there are serious consequences for disobeying rules."* A teacher expressed the notion that the alternative school could relieve all the SRCs of the problem of putting SRC referrals on long waiting lists.

Increase Parental Involvement in SRCs:

- Involve parents in the SRCs.
- Mandate parent conferences and classes for certain offenses or when the student exceeds a specified number of referrals to the SRC.

Further Research By Counselors: In the opinion of one teacher, the *"SRC should look for the root causes of the student's problems and along with parent involvement address the problems."*

Hire More Counselors: Many teachers expressed the need for more counseling for students, especially in schools which had no counselors at their SRCs.

Separate Rooms For Students: Some teachers believed that the fun the students have at the SRCs could be minimized if the boys could be separated from the girls. One teacher also suggested that the repeaters should be separated from the first time referrals. Another teacher suggested that middle school students should be separated from the senior high school students.

Hire More Teachers: The provision of more SRC teachers will help lower the student-teacher ratio. Many teachers suggested no more than 15 or 20 students per teacher.

SRC Management Philosophy & Exit Policy:

- Teachers should be strict disciplinarians, and should enforce all district SRC policies.
- Students should not be led to believe that the the SRC is a happy place to be or a place to "cool out." Discipline should be strict and academic work should be intensive. A number of teachers recommended that the teacher should be knowledgeable in all academic content areas.
- Each SRC staff member should be given an orientation about the philosophy and thrust of the program.
- Students who improve after receiving counseling help at the SRCs should be followed after they have exited. One teacher indicated that the lack of follow-up has been the basis for some of the repeat referrals.
- Include in the SRC curriculum reading sessions on heroes who have overcome obstacles and succeeded, and should require written feedback from students to demonstrate understanding. Also implement activities such as Wilderness projects, Chica Pin School, Boot Camp, etc.

Complete Isolation Facilities:

- All SRCs should be housed outside of the main school building or away from the regular student population. They could be in temporary buildings, if necessary, or in self contained buildings with water fountains, restrooms, etc.
- Separate each from the other to prevent them from talking to each other.
- SRC students should not be allowed to interact with regular students. They should not go to the cafeteria. They should have their meals brought to them or should bring sack lunches.
- SRC students should start school early at 8 a.m. and leave late at 4 p.m. so that they do not get the opportunity to socialize with the regular student population.

Expulsion of Repeat Referrals: In the opinion of one teacher whose views were shared by many others: *"If more incorrigibles were denied the right to attend school for longer periods of time, then word will get around, and attitudes would become more serious. At this point school is a joke to many kids.... Kids get [too] many chances.*

Off-Campus Assignments: Some teachers suggested that the isolation of SRC students may be enhanced by allowing the SRC of one school to exchange its students for those of another school.

Other Recommendations: The following were suggested by 1-10 teachers:

Transfer of Repeat Referrals to Other HISD Schools: In the opinion of one teacher, repeaters should be transferred to other HISD schools. In his view, many students would "shape up" if they know that they could have a permanent separation from their friends by being transferred to another school.

The Other Gender Referral: One teacher at Burbank indicated that there were times when the SRC staff referred female students to particular female classroom

teachers for counseling support. In the opinion of the teacher since the SRC staff at the school were all male, there were times when some female students responded well to those female teachers. In her view, this collaborative framework worked very well for them.

School-Community Service: One teacher suggested that at least one day every week students should perform school or community service such as cleaning grounds, cafeteria, painting, cleaning desks, help clean wheel chairs of senior citizens, wash off graffiti, pick up trash, work on flower beds, etc.

***Bring Back the Paddle*:** Several teachers recommended that the school district brings back corporal punishment. One teacher stated briefly: *"Until paddling can be reinstated, we as overseers will continue to frustrate ourselves in an effort to maintain law and order and to teach. I witness too often students laughing at us because they know we can't do anything to them."* Another teacher questioned the basis for *"dropping the old system [corporal punishment] simply because a few teachers misused it. I believe that overall it was effective. I know that the upper administrative level does not believe that this is a positive alternative, but no matter how many experts we bring in, no matter how many programs we set up...we are not going to get the job done without it."*

***Provide More Space/Larger Rooms or More SRCs*:** Teachers from several schools, such as Deady and Patrick Henry, expressed a need for adequate room for the SRC eligible students. One teacher from Key proposed that the district establishes more SRCs so that punishments could be administered close to the time of offense. In his opinion, when the two events are separated by days and weeks, because of lack of space at the SRC, the punishment loses some of its effectiveness. One Deady teacher made the following comments: *"I really recall one student who was actually worse after returning from SRC. Maybe if they didn't wait so long to put them in things would be different. Punishment right away, instead of having to wait."* Many teachers felt strongly that each school should have its own SRC in order to provide adequate room for the students of the home school.

Conclusion

In the wake of the recent prohibition of corporal punishment in HISD schools, many teachers and principals have realized that the SRC program is the only major in-school strategy available for addressing the moderate and severe disciplinary violations of the district's Code of Student Conduct, Groups II-IV. Consequently, many seemed to appreciate the fact that the program was in operation to provide the opportunity for the removal of the undisciplined student from the classroom, so that productive teaching and learning could occur for the disciplined student. Even though several teachers felt that teacher morale, stress levels, and effectiveness had been enhanced by the SRC program, it was their perception that the program had been operating at a sub-optimal level of effectiveness. The SRC staff, classroom teachers, and principals blamed this situation on high enrollments that sometimes exceeded those of the regular classroom, lack of counselors, low parental support, and lack of an alternative school for the seemingly incorrigible repeaters.

In the opinion of some teachers, the fact that many of these repeaters took up the SRC space necessitated that other problem students had to stay on waiting lists, thereby impeding the referral process and frustrating teachers. It was reported by a few teachers that there were times when students who needed to complete serving their referral time at the SRCs had to be released too soon in order to make room for other referrals. Such occurrences were seen by teachers as undermining their authority and the effectiveness of the program, especially when students returned with their problematic attitudes and behaviors virtually intact. The consensus among the classroom teachers was that the repeaters were steadily falling behind in their studies since the quality of instruction in the SRCs was not adequate to keep them abreast of classroom instruction.

It was therefore not surprising that many teachers felt that the SRCs should be made as unattractive as possible to discourage those repeaters who liked to go there. However, many felt that the kind of discipline that they envisioned might be possible to implement within an alternative school framework. In their opinion, such a framework can have better opportunities for helping repeaters who may be victims of dysfunctional homes or deficient school organizational and instructional environments. This recommendation seems to have adequate merit and should be explored by the district. Even if all the SRCs are provided with counselors, the SRCs may be more effective if there were such an alternative school.

However, it should be mentioned that all the preceding suggestions and most of what have been recommended by teachers and principals are only short term solutions for dealing with the discipline situation in HISD schools. Any long term solutions may involve prevention strategies that would address the problems at their roots. Such an approach would necessitate that the quality of the school environments, from the viewpoint of the students, as well as the home environments of the students are examined for possible causes of the disciplinary problems. As one Hartman teacher mentioned:

> *The majority of discipline problems occur because the student's learning style does not fit in with the "regularly structured classroom." All SRC does is put a student from one structured environment to another without changing the behavior. An alternative education program needs to be put*

into place where other options are offered at the campus to meet the needs and learning styles of the individual.

Furthermore, according to Vern Jones (1982):

> *Since school-wide discipline programs are often developed in response to a perceived or real crisis, there is a tendency to focus on punitive measures that provide immediate, albeit short term effects, while ignoring preventive measures that may respond to the cause of the problem...with the exception of instructional factors, interventions aimed at improving school climate are the most important ingredients in creating positive student behavior.... Students who feel safe, accepted, cared for, and involved at school seldom exhibit consistently disruptive behavior.*

In as much as Jones places most of the burden on teachers and principals, he feels strongly that the program should include a systematic framework for involving parents in working to change the behavior of their children (Jones, 1982). According to Lasley and Wayson (1982):

> *Teachers and administrators must develop an understanding of the factors that contribute to disciplinary problems. Treating symptoms without dealing with the causes is analogous to giving a chronically sick person aspirin without attempting to identify the causes of the illness.... Excessive student fighting, for example, may be caused by overcrowded school conditions...the principal plays a prominent role with regards to discipline, and no person has as great an impact on the school atmosphere.*

A teacher at Deady appropriately expressed this need by saying that *"Education as a whole needs to be revamped in order to lessen the load required by SRC, such that students—to a larger degree—do not have to be there."*

In conclusion, the training of teachers and principals in prevention-oriented disciplinary management strategies which specifically address the particular circumstances of each school's disciplinary problems, coupled with building level improvement of the administrative and instructional climates, should be included in a long term planning framework. However, the Alternative Disciplinary Academy for the excessive repeaters should be explored. The feasibility of providing counselors for the five schools that did not have counselors should also be explored, as well as other relevant teacher and principal recommendations for improving the efficiency of the program. A combination of such prevention and intervention frameworks will not only help the student with disciplinary problems, or the disciplined student to focus on more productive learning, but will also improve the morale and effectiveness of the classroom teacher.

References

Barr, R. & Knowles, G. W. (1986). The 1984-85 school leaver and high school diploma program participant attitude study. San Diego, CA: San Diego City Schools.

Burchard, J. A., & Berlund, C. (1980). Secondary school female dropouts: A literature review. San Diego, CA: San Diego Schools.

Cichon, D. J.,.& Koff, R. H. (1980, March). Stress and teaching. NASSP Bulletin, pp. 91-104.

Etzioni, A. (1984). Self-Discipline, schools, and the business community. Washington, DC: National Chamber Foundation.

Feitler, F., & Tokar, E. (1982). Getting a handle on teacher stress: How bad is the problem? Educational Leadership, 39, 456-58.

Flax, E. (1988, March 2). Cashing in on school. Education Week, pp. 1-25.

Hargroves, J. S. (1986). The Boston compact: A community response to school dropouts. The Urban Review, 18, 207-17.

Heitzman, A. J. (1983). Discipline and the use of punishment. Education, 104(1), 17-22.

Henry, M. A. (1988, February). Project CREDIT (Certification renewal experiences designed to improve teaching). Terre Haute, IN: Indiana State University, Department of Secondary Education.

Jones, R. R., Jr. (1983). Sorry, partner, but your suspension is here at school. Principal, 62(5), 42-43.

Jones, V. (1982). An administrator's guide to developing and evaluating a building discipline program. NASSP Bulletin, 68(471), 60-73.

Lasley, T. J. & Wayson, W. W. (1982). Characteristics of schools with good discipline. Educational Leadership, 40(3), 28-31.

Office of Education Research & Improvement. (1987, September). Dealing with dropouts: The urban superintendents' call to action. Washington, DC: U.S. Department of Education.

Ryan, K., Newman, K., Mager, G., Applegate, J., Lasley, T., Flora, R., & Johnson, J. (1980). Biting the apple: Accounts of first year teachers. New York, NY: Longman.

Stallings, J. (1985, May). Effective elementary classroom practices. Reaching For Excellence: An Effective Schools Sourcebook. Washington, DC: U.S. Department of Education.

Wehlage, G. G., Rutter, R. A., & Turnbaugh, A. (1987). A program model for at-risk high school students. Educational Leadership, 44(6), 70-73.

Appendix A

Resources at SRCs

Schools	Telephone	Certified Teacher	Certified Counselor	File Cabinets	Supplies & Textbooks	CYS Worker
Attucks	Yes	Yes	Yes	Yes	Yes	Yes
Black	Yes	Yes	No	Yes	No	Yes
Burbank	Yes	Yes	Yes	Yes	No	No
Cullen	No	Yes	No	No	No	No
Deady	Yes	Yes	Yes	Yes	Yes	Yes
Dowling	Yes	Yes	Yes	Yes	No	Yes
Hartman	Yes	Yes	No	Yes	Yes	Yes
Henry	Yes	No	Yes	Yes	No	No
Key	Yes	Yes	No	Yes	No	No
Long	Yes	Yes	Yes	Yes	Yes	Yes
Marshall	No	Yes	No	Yes	Yes	No
Sharpstown	Yes	Yes	Yes	Yes	No	Yes
Thomas	No	Yes	Yes	Yes	No	Yes
Williams	No	Yes	Yes	Yes	No	No

Survey was not returned by the staff at Hamilton SRC staff.

APPENDIX A

STUDENT REFERRAL CENTER

1990-91 Evaluation

Monthly Attendance Report*

School (Center) _____ *Month* _____

I. STUDENT INFORMATION

Name	I.D.#	Grade	Home School	Date	Reason Code	# of Days*	# of Periods*

* *Indicate either # of periods or # of days a student is at the Center for each referral*

Name	I.D.#	Grade	Home School	Date	Reason Code	# of Days	# of Periods

2. Daily Attendance

Monday	Tuesday	Wednesday	Thursday	Friday

Number of ESL students enrolled at center this month _____

Number of special education students enrolled this month _____

3. Summary Data

Total number of referrals this month _____

Number not admitted for lack of space _____

Number not attending for lack of transportation _____

Number not admitted for other reasons _____

TOTAL NUMBER OF STUDENTS ENROLLED THIS MONTH _____

Person submitting report _____ *Teacher* ❑ *Counselor* ❑

Send the report by the 5th of each month to: Dr. Kwame Opuni, Research & Evaluation, Level 4 West, Rt. 10, HISD.

INSTRUCTIONS

Student Referral Center Monthly Attendance Report

1. STUDENT INFORMATION

Using the student information from the Disciplinary Re-assignment form, fill in the following information for each student enrolled: name, I.D. number, enrollment date, home school, grade, reason code.

Reasons (Code): 1.— Tardies
2.— Truancy
3.— Skipping class
4.— Fighting
5.— Using profane language
6.— Defying the authority of school personnel
7.— Disruptive behavior
8.— Smoking
9.— Stealing
10.— Possession or use of drugs or alcohol
11.— Possession of a weapon
12.— Other

# of Periods—Indicate the number of periods when special home school referrals are applicable.

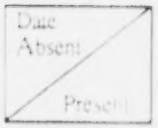
# of Days—Indicate the number of days the student is enrolled in the center.

Please enter student information each time a repeating student is enrolled.

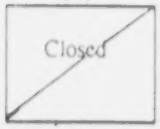
2. DAILY ATTENDANCE

Indicate the number of students in attendance as follows. Write "closed" in each box when the SRC is not accepting students. If all students are present at the SRC for any given day, indicate that by placing a "0" above the diagonal in the attendance box. In addition, indicate the number of students present below the diagonal in the box. For example, box 3 below shows that all nine students were present, no absences.

(1)



(2)



(when center is not accepting students)

(3)

3. SUMMARY DATA

Record the number of special education and ESL students enrolled in the center during each reporting period. Place "0" in the appropriate spaces if no special education or ESL students were enrolled. Total number of referrals this month should indicate students enrolled plus all initial referrals. Please note that the total number of students enrolled should equal the total number of students listed on the report.

STUDENT REFERRAL CENTERS
STUDENT SURVEY FORM A
1990-91 EVALUATION

Please take a moment to answer the following questions. You do not have to write your name on this form. I only want to know how you feel about this SRC. Thank you for helping.

INSTRUCTIONS *Please respond to these questions by checking or writing the appropriate answers*

1. In which of the following schools is your SRC located? *(Check One)*

❒ Attucks Middle	❒ Dowling Middle	❒ Marshall Middle
❒ Black Middle	❒ Hartman Middle	❒ Sharpstown Middle
❒ Burbank Middle	❒ P. Henry Middle	❒ Thomas Middle
❒ Cullen Middle	❒ Key Middle	❒ Williams Middle
❒ Deady Middle	❒ Long Middle	

2. Place a check by your grade *(Check one)*

❒ 5th ❒ 6th ❒ 7th ❒ 8th ❒ 9th ❒ 10th ❒ 11th ❒ 12th

3. In your opinion why were you asked to attend this SRC? *(Check all that apply)*

❒ to give me a chance to get some counseling so that I can be a better person
❒ to treat me as if I am a criminal
❒ to help me realize that I need to improve my attitude and behavior at school
❒ to dump me here because my teacher does not like me
❒ to give me a chance to continue my class work so that I don't fall behind in my grades
❒ to punish me by keeping me from my friends
❒ other (explain) _____

4. Which of the following kinds of help do you expect to receive from the SRC teacher(s) and counselor(s)? *(Check all that apply)*

❒ counseling
❒ counseling and help for my parents
❒ how to organize my schoolwork and study better
❒ help with understanding and completing the assignments from my class teacher
❒ none of the above
❒ I don't know

5. What other names do you and your classmates call the SRC? *(Check all that apply)*

- ❒ the academy
- ❒ a jail house
- ❒ a vacation home
- ❒ a prison
- ❒ a nuthouse
- ❒ Other_____

6. Do you feel that such names are correct descriptions of the SRC? *(Check one)*

- ❒ Yes
- ❒ Maybe
- ❒ No I don't

7. Do you feel embarrassed that your classmates know you are at the SRC? *(Check one)*

- ❒ Yes
- ❒ Maybe
- ❒ No I don't

8. If you had the chance to choose **suspension from school** or **attend the SRC** which one would you choose?

- ❒ suspension from school
- ❒ attending SRC

Explain why:_____

_____

_____

_____

_____

_____

_____

_____

APPENDIX C

STUDENT REFERRAL CENTERS
STUDENT SURVEY FORM B
1990-91 EVALUATION

As you are about to go back to your regular classroom, please take a moment to answer the following questions. You do not have to write your name on this form. I only want to know how you feel about this SRC. Thank you for helping.

INSTRUCTIONS : *Please respond to these questions by checking or writing the appropriate answers.*

1. In which of the following schools is your SRC located? *(Check One)*

- ❒ Attucks Middle
- ❒ Black Middle
- ❒ Burbank Middle
- ❒ Cullen Middle
- ❒ Deady Middle
- ❒ Dowling Middle
- ❒ Hartman Middle
- ❒ P. Henry Middle
- ❒ Key Middle
- ❒ Long Middle
- ❒ Marshall Middle
- ❒ Sharpstown Middle
- ❒ Thomas Middle
- ❒ Williams Middle

2. Place a check by your grade.

❒ 5th ❒ 6th ❒ 7th ❒ 8th ❒ 9th ❒ 10th ❒ 11th ❒ 12th

3. In your opinion why were you asked to attend this SRC? *(Check all that apply)*

- ❒ to give me a chance to get some counseling so that I can be a better person.
- ❒ to treat me as if I am a criminal.
- ❒ to help me realize that I need to improve my attitude and behavior at school.
- ❒ to dump me here because my teacher does not like me.
- ❒ to give me a chance to continue my class work so that I don't fall behind in my grades.
- ❒ to punish me by keeping me from my friends.
- ❒ other (explain): _____

4. Which of the following kinds of help is provided by the SRC staff? *(Check all that apply)*

- ❒ counseling.
- ❒ counseling help for my parents
- ❒ how to organize my schoolwork and study better
- ❒ help with understanding and completing the assignments from my class teacher
- ❒ none of the above is provided.
- ❒ other(explain) _____

5. What other names do your classmates call the SRC? *(Check all that apply)*

- ❒ the academy
- ❒ a jail house
- ❒ a vacation home
- ❒ a prison
- ❒ a nuthouse
- ❒ Other_____

6. Do you feel that such names are correct descriptions of the SRC? *(Check one)*

- ❒ Yes
- ❒ Maybe
- ❒ No I don't

7. Do you feel embarrassed that your class mates know you are at the SRC? *(Check one)*

- ❒ Yes
- ❒ Maybe
- ❒ No I don't

8. After attending the SRC and knowing what goes on there, if you had been asked to choose either the SRC or suspension from school which one would you have selected? *(Check one)*

- ❒ suspension from school
- ❒ attending SRC

9. How many class periods or days were you told you would spend at the SRC by your school principal, counselor or teacher? *(Check one)*

- ❒ 1—4 periods
- ❒ 1—2 days
- ❒ 3—4 days
- ❒ 5 days (one week)
- ❒ 6—10 days
- ❒ More than 11 Days (more than 2 weeks)

10. Did you stay for a <u>shorter</u> period of time because you cooperated with the SRC staff, or <u>longer</u> period of time because you did not cooperate with the staff. *(Check one)*

- ❒ shorter time
- ❒ longer time
- ❒ stayed for the same number of periods or days I was assigned

11. If you stayed for a longer period or stayed for the same number of periods or days you were assigned, why was it so? *(Check one*

- ❒ the SRC rules are too stiff for me to accept
- ❒ I just liked being here
- ❒ I just did not care
- ❒ the early release policy does not apply to me or this Center
- ❒ other reason(s) _____

_____

_____

12. If you liked being at the SRC why did you like being there? *(Check all that apply)*

- ❒ the staff seemed to care about me
- ❒ the staff seemed to understand me
- ❒ I liked the quiet atmosphere that I don't have in my regular classroom
- ❒ because there is less school work to do
- ❒ I had better lunch privileges
- ❒ This question doesn't apply to me since I didn't like being here
- ❒ I had more fun
- ❒ other: _____

13. Do you feel that the SRC staff helped you in any way?

- ❒ Yes
- ❒ Maybe
- ❒ No
- ❒ I don't know

14. What else do you think is needed at the SRC for it to be most helpful to you.

_____

_____

_____

_____

APPENDIX D

STUDENT REFERRAL CENTERS
STAFF SURVEY
1990-91 EVALUATION

INSTRUCTIONS: *Please take a moment to answer the following questions regarding the SRC. Your views will provide useful information for assessing the effectiveness of various aspects of the program, and further provide us with the ingredients for planning and organizing a more effective program for our students. CYS Workers should also use this survey. Please mail this questionnaire through the HISD mail to Dr. Kwame Opuni, Research Dept., Level 4 West, Rt. 10. Your cooperation is appreciated.*

1. In which of the following schools is your SRC located? *(Check One)*

- ❒ Attucks Middle
- ❒ Black Middle
- ❒ Burbank Middle
- ❒ Cullen Middle
- ❒ Deady Middle
- ❒ Dowling Middle
- ❒ Hartman Middle
- ❒ P. Henry Middle
- ❒ Key Middle
- ❒ Long Middle
- ❒ Marshall Middle
- ❒ Sharpstown Middle
- ❒ Thomas Middle
- ❒ Williams Middle

2. Are you a counselor, teacher or CYS Worker?

- ❒ Counselor
- ❒ Teacher
- ❒ CYS Worker

3. Which of the following does your center have?*(Check all that apply)*

- ❒ Telephone
- ❒ Certified Counselor
- ❒ CYS Worker
- ❒ Certified Teacher
- ❒ Teacher Aide
- ❒ File cabinets
- ❒ Classroom
- ❒ Additional room for private counseling
- ❒ Reading materials
- ❒ Supplies and teacher editions of all adopted textbooks
- ❒ Other:_____

4. Which of the following services do you have the time, skill, space, and other resources to effectively provide at the center? *(Check all that apply)*

- ❒ One-on-one counseling
- ❒ One-on-one tutoring
- ❒ Group tutoring
- ❒ Group counseling
- ❒ Other_____
- ❒ Teach study & organizational skills
- ❒ Teach goal setting
- ❒ Encourage parent conferences & support
- ❒ Referral to community resources

5. How many years of teaching, guidance, and/or counseling experience do you have? *(Check one)*

- ❒ Less than a year
- ❒ 1—5 years
- ❒ 6—10 years
- ❒ 11—15 years
- ❒ More than 16 years

6. How many years have you taught/tutored and/or counseled at the SAC? *(Check one)*

- ❒ Less than a year
- ❒ 0—2 years
- ❒ 3—5 years
- ❒ 6—10 years
- ❒ More than 10 years
- ❒ Not applicable to me

7. To what extent has each of the following factors limited the effectiveness of the SRC in improving the delinquent attitudes and behaviors of your students?

	Considerable (Major Factor)				**Least (Minor Factor)**
	1	**2**	**3**	**4**	**5**
Seemingly incorrigible students	1	2	3	4	5
Low Parental support	1	2	3	4	5
Inadequate counseling support	1	2	3	4	5
Inadequate tutoring support. (High student-teacher ratio)	1	2	3	4	5
Lack of adequate support from regular classroom teachers	1	2	3	4	5
Lack of adequately furnished rooms conducive to effective tutoring & counseling	1	2	3	4	5
Inadequate training of SRC staff in behavior modification techniques	1	2	3	4	5
Other (Specify)_____	1	2	3	4	5
Other (Specify)_____	1	2	3	4	5

8. What kinds of additional resources, training, incentives, or support would enable you to effectively tutor and counsel students who enroll at the center? (Please explain)

_____

_____

_____

_____

9. In your opinion, to what extent does the amount of learning in the Student Referral Center compare to the amount of learning that takes place in the regular classroom. (Use a scale of 0%—100%, with 100% representing learning that takes place in the regular classroom. If you are a CYS Worker, skip this question).

___%

10. Using a scale of 0%—100%, with 100% representing the highest level of effectiveness indicate the extent to which the program has been effective in improving the delinquent attitudes and behavior of the students who have been referred to the SRC since September of 1990?

_____% **Effective**

11. If the SRC effectiveness score above is less than what you would expect from a successful discipline program, what do you suggest for improving the SRC program, to enable it to resolve the disciplinary problems you face daily? *(Note: if you strongly feel that the SRC is not the answer to your problems what do you recommend as a possible alternative?*
Please explain . Use the reverse of this sheet if necessary.

APPENDIX E

Resources at SRCs

Schools	Telephone	Certified Teacher	Certified Counselor	File Cabinets	Supplies & Textbooks	CYS Worker
Attucks	Yes	Yes	Yes	Yes	Yes	Yes
Black	Yes	Yes	No	Yes	No	Yes
Burbank	Yes	Yes	Yes	Yes	No	No
Cullen	No	Yes	No	No	No	No
Deady	Yes	Yes	Yes	Yes	Yes	Yes
Dowling	Yes	Yes	Yes	Yes	No	Yes
Hartman	Yes	Yes	No	Yes	Yes	Yes
Henry	Yes	No	Yes	Yes	No	No
Key	Yes	Yes	No	Yes	No	No
Long	Yes	Yes	Yes	Yes	Yes	Yes
Marshall	No	Yes	No	Yes	Yes	No
Sharpstown	Yes	Yes	Yes	Yes	No	Yes
Thomas	No	Yes	Yes	Yes	No	Yes
Williams	No	Yes	Yes	Yes	No	No

** Survey was not returned by the staff at Hamilton SRC staff.*

APPENDIX F

STUDENT REFERRAL CENTERS
PRINCIPAL/ASST. PRINCIPAL SURVEY
1990-91 EVALUATION

INSTRUCTIONS: *(Either the Principal or the Assistant Principal responsible for SRC referrals must respond to these questions). Please take a moment to answer the following questions regarding the SRC. Your views will provide useful information for assessing the effectiveness of various aspects of the program, and further provide us with the ingredients for planning and organizing a more effective discipline program for our students. Please mail this questionnaire through the HISD mail to Dr. Kwame Opuni, Research Dept., Level 4 West, Rt. 10. Your cooperation is appreciated.*

1. In which of the following schools is your SRC located? *(Check One)*

- ❒ Attucks Middle
- ❒ Black Middle
- ❒ Burbank Middle
- ❒ Cullen High
- ❒ Deady High
- ❒ Dowling Middle
- ❒ Hartman Middle
- ❒ P. Henry Middle
- ❒ Key Middle
- ❒ Long Middle
- ❒ Marshall Middle
- ❒ Sharpstown Middle
- ❒ Thomas Middle
- ❒ Williams Middle

2. In your opinion, which of the following services does the SRC in your school provide? *(Check all that apply)*

- ❒ One-on-one counseling
- ❒ One-on-one tutoring
- ❒ Group tutoring
- ❒ Group counseling
- ❒ Teach study & organizational skills
- ❒ Teach goal setting
- ❒ Encourage parent conferences & support
- ❒ Referral to community resources
- ❒ Other (please specify)_____

3. In your opinion for what purpose(s) do you refer students to the SRC in your school? *(Check all that apply)*

- ❒ punish by isolation from friends
- ❒ a counseling role & a punitive role
- ❒ help remediate academic deficiencies
- ❒ Other _____
- ❒ only a counseling role
- ❒ Other _____
- ❒ Other _____

4. In your opinion, to what extent does the amount of learning in the Student Referral Center compare to the amount of learning that takes place in the regular classroom. (Use a scale of 0%—100%, with 100% representing learning that takes place in the regular classroom).

____%

5. To what extent has each of the following factors limited the effectiveness of the SRC in improving the delinquent attitudes and behaviors of the students in your school?

	Considerable (Major Factor) 1	2	3	4	**Least (Minor Factor)** 5
Seemingly incorrigible students	1	2	3	4	5
Low Parental support	1	2	3	4	5
Inadequate counseling support	1	2	3	4	5
Inadequate tutoring support.	1	2	3	4	5
Lack of adequate support from regular classroom teachers	1	2	3	4	5
Lack of adequately furnished rooms conducive to effective tutoring & counseling	1	2	3	4	5
Inadequate training of SRC staff in behavior modification techniques	1	2	3	4	5
Other (Specify)_____	1	2	3	4	5

6. Using a scale of 0%—100%, with 100% representing the highest level of effectiveness indicate the extent to which the program has been effective in improving the delinquent attitudes and behavior of the students you have referred to the SRC since September of 1990?

_____% **Effective**

7. If the SRC effectiveness score above is less than what you would expect from a successful discipline program, what do you suggest for improving the SRC program, to enable it to resolve the disciplinary problems you face daily? *(Note: if you strongly feel that the SRC is nor the answer to your problems what do you recommend as a possible alternative? Please explain. (Attach additional sheets if necessary)*

_____

_____

_____

_____

_____

_____

APPENDIX G

STUDENT REFERRAL CENTERS
CLASSROOM TEACHER SURVEY
1990-91 EVALUATION

INSTRUCTIONS :*Please take a moment to answer the following questions regarding the SRC. Your views will provide useful information for assessing the effectiveness of various aspects of the program, and further provide us with the ingredients for planning and organizing a more effective program for our students. It is not necessary to sign your name. All responses will be held as confidential. Please mail this questionnaire through the HISD mail to Dr. Kwame Opuni, Research Dept., Level 4 West, Rt. 10. Your cooperation is appreciated.*

1. In which of the following schools is your SRC located? *(Check One)*

- ❒ Attucks Middle
- ❒ Black Middle
- ❒ Burbank Middle
- ❒ Cullen High
- ❒ Deady High
- ❒ Dowling Middle
- ❒ Hartman Middle
- ❒ P. Henry Middle
- ❒ Key Middle
- ❒ Long Middle
- ❒ Marshall Middle
- ❒ Sharpstown Middle
- ❒ Thomas Middle
- ❒ Williams Middle

2. Current Job Assingment *(Check one)*: ❒ Counselor ❒ Teacher

3. In your opinion, which of the following services does the SRC in your school provide ? *(Check all that apply)*

- ❒ One-on-one counseling
- ❒ One-on-one tutoring
- ❒ Group tutoring
- ❒ Group counseling
- ❒ Other (please specify)_____
- ❒ Teach study & organizational skills
- ❒ Teach goal setting
- ❒ Encourage parent conferences & support
- ❒ Referral to community resources

4. In your opinion for what purpose(s) is the SRC being used by your school's SRC referral administrator? *(Check all that apply)*

- ❒ punish by isolation from friends
- ❒ a counseling role & a punitive role
- ❒ help remediate academic deficiencies
- ❒ only a counseling role
- ❒ a dumping ground for students with discipline problems
- ❒ Other _____

5 How many years of teaching or counseling experience do you have?

- ❒ Less than a year
- ❒ 1—5 years
- ❒ 6—10 years
- ❒ 11—15 years
- ❒ More than 16 years

6. In your opinion, to what extent has each of the following factors limited the effectiveness of the SRC in improving the delinquent attitudes and behaviors of the students in your school?

	Considerable (Major Factor) 1	2	3	4	Least (Minor Factor) 5
Seemingly incorrigible students	1	2	3	4	5
Low Parental support	1	2	3	4	5
Inadequate counseling support	1	2	3	4	5
Inadequate tutoring support. (High student-teacher ratio)	1	2	3	4	5
Lack of adequate support from regular classroom teachers	1	2	3	4	5
Lack of adequately furnished rooms conducive to effective tutoring & counseling	1	2	3	4	5
Inadequate training of SRC staff in behavior modification techniques	1	2	3	4	5

7. In your opinion, to what extent does the amount of learning in the Student Referral Center compare to the amount of learning that takes place in the regular classroom. (Use a scale of 0%—100%, with 100% representing learning that takes place in the regular classroom)

.....%

8. Has any of your students been referred to the SRC since September 1990 ?

❒ Yes ❒ No ❒ I don't know

9. Using a scale of 0%—100%, with 100% representing the highest level of effectiveness indicate the extent to which the program has been effective in improving the delinquent attitudes and behavior of your students who have been referred to the SRC since September of 1990?

.....% Effective

10. If the SRC effectiveness score above is less than what you would expect from a successful discipline program, what do you suggest for improving the SRC program, to enable it to resolve the disciplinary problems you face daily? *(Note: if you strongly feel that the SRC is nor the answer to your problems what do you recommend as a possible alternative? Please explain. Use an additional sheet if necessary.*

_____

_____

_____

_____

_____

_____

HISD
RESEARCH &
EVALUATION
HOUSTON INDEPENDENT SCHOOL DISTRICT